

TCAP Achievement, Grade 4, Social Studies
Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators (SPI)

Economics	
SPI#	State Performance Indicator
4.2.1	Recognize the concept of supply and demand.
4.2.2	Interpret a chart of major agricultural produce in Tennessee (i.e., cotton, tobacco, soy beans, rice, corn, cattle, wheat swine, sheep).
4.2.3	Identify major industries of Colonial America using a map of the original 13 colonies.
4.2.4	Recognize the difference between a barter system and a money system.
4.2.5	Analyze the impact of European exploration and colonization on the economy of Tennessee.
4.6.3	Read and interpret a passage about a political or economic issue which individuals may respond to with contrasting views (i.e., state taxes, federal taxes, slavery, Bill of Rights).
Geography	
SPI#	State Performance Indicator
4.3.1	Identify the routes of the explorers of the Americas on a map (i.e., Columbus, Balboa, Pizarro, DeSoto).
4.3.2	Identify and use key geographical features on maps (i.e., mountains, rivers, plains, valleys, forests).
4.3.3	Recognize the reasons settlements are founded on major river systems (i.e., transportation, manmade boundaries, food, and water sources).
4.3.4	Recognize river systems that impacted early American history (i.e. Mississippi, Mystic, Charles, Hudson).
4.3.5	Determine how physical processes shape the United States' features and patterns (i.e. erosion, volcanoes, plate tectonics, flooding).
4.3.6	Use latitude and longitude to identify major North American cities on a map (i.e., Boston, Mexico City, Toronto, Charleston, Savannah, Washington D.C., Philadelphia, Santa Fe, Los Angeles).
4.3.7	Determine how density, distribution, and growth rate affected United States settlement patterns.
4.3.8	Identify cause and effect relationships between population distribution and environmental issues (i.e., water supply, air quality, solid waste).
Governance and Civics	
SPI#	State Performance Indicator
4.4.1	Identify the 3 branches of federal and state governments.
4.6.1	Recognize how groups work cooperatively to accomplish goals and encourage change (i.e., American Revolution, founding of Tennessee, the failure of the Articles of Confederation, colonies).
4.4.2	Identify the rights outlined by the Bill of Rights (i.e., Amendments 1, 5, 6, 8).
4.4.3	Examine how the Mayflower Compact is a symbol of the first United States government.
4.1.3	Determine how various groups resolve conflict (i.e., school, tribal councils, courts).
4.5.6	Examine the events that contributed to the outbreak of the American Revolution (i.e., taxation, judicial process, lack of representations, quartering of troops).
4.4.4	Using a chart showing checks and balances, explain how one branch of government can limit the power of others.
History United States Time Period 1: Eras 1, 2, 3	
SPI#	State Performance Indicator
4.5.1	Identify Native American groups in Tennessee before European exploration (i.e., Cherokee, Creek, Chickasaw).
4.5.2	Identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoia, David Crockett, Nancy Ward).
4.1.1	Identify pre-Colonial Native American groups (i.e., Cherokee, Creek, Chickasaw, Aztec, Mayans, Olmec, Mississippi Mound Builders).
4.1.2	Identify cultural groups who inhabited North America in the 17 th century (i.e., Puritans, Quakers, Spanish, French).
4.1.5	Identify various racial and ethnic groups in Tennessee at the founding of statehood (i.e., Cherokee, Creek, Shawnee, English, Scottish, French, American born pioneers).
4.5.4	Determine the hardships faced by early Tennessee settlers in the late 1700's (i.e., security, isolated communities, lack of access to goods, natural geography).
4.5.8	Interpret a timeline that depicts slave and indentured servants coming from Europe to live in North America.
4.5.10	Recognize the accomplishments that John Sevier contributed to Tennessee history (i.e., State of Franklin's one and only governor, Tennessee's first governor, United States Congressman, soldier).
4.1.4	Examine how Native American Culture changed as a result of contact with European cultures (i.e., decreased population, spread of disease, increased conflict, loss of territory, increase of trade).
4.5.11	Interpret a visual contrasting life before and after the American Revolution (i.e., education, family size, transportation, politics)

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Please refer questions about this list to the Tennessee Department of Education, Evaluation and Assessment. 1/08/04

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4.5.5	Determine the reasons for colonial settlement (i.e., religious, economic, individual freedom).
4.1.6	Read and interpret facts from a historical passage about an early American Spanish mission.
History United States Time Period 2: Eras 4, 5, 6	
SPI#	State Performance Indicator
4.5.2	Identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoia, David Crockett, Nancy Ward).
4.1.2	Identify cultural groups who inhabited North America in the 17 th century (i.e., Puritans, Quakers, Spanish, French).
4.5.3	Interpret a timeline that depicts major historical pre-Civil War events.
4.5.7	Determine why the United States Constitution was necessary (i.e., no single currency, no judicial branch, no enforcement of laws, small and large states having unequal representation).
4.5.8	Interpret a timeline that depicts slave and indentured servants coming from Europe to live in North America.
4.5.9	Determine the influence Lewis and Clark's expedition had on westward expansion.
4.6.2	Determine how the issue of slavery caused political and economic tensions between government policy and people's beliefs (i.e., abolitionists, plantation owners, state's rights, central government).
4.5.12	Read and interpret a passage about the Trail of Tears.
4.5.13	Analyze how the Louisiana Purchase influenced the growth of the United States (i.e., increased size, encouraged expansion, increased natural resources).

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